



# **2007 - 2009 BIENNIAL BUDGET REQUEST**

STATE OF WASHINGTON  
PROFESSIONAL EDUCATOR  
STANDARDS BOARD





September 29, 2006

The Honorable Christine Gregoire  
Washington State Governor  
Office of the Governor  
P.O. Box 40002  
Olympia, WA 98504-0002

Dear Governor Gregoire:

The Professional Educator Standards Board (PESB) appreciates your consideration of the enclosed 2007-09 Decision Package.

The PESB is responsible for setting and upholding the highest possible standards for all Washington educators, recognizing this as essential to ensuring attainment of high standards for all students.

As members of the Professional Educator Standards Board, there are statements about the reform of education and the significance of the profession that we can make with certainty and assurance. Teaching matters. Leadership counts. Setting clear and high standards will help all children achieve at higher levels, but it is skilled educators who make it happen. Research confirms what parents have known all along; nothing matters more to student learning in schools than skilled educators. We are pleased that the draft recommendations from the Washington Learns Steering Committee reflect this belief as well, emphasizing the need for investing in "recruiting, training and supporting the very best people for our education system".

The decision packages included in this request are the direct result of a "comprehensive analysis of the strengths and weaknesses of Washington's system of educator preparation and certification". This analysis was conducted by the PESB in response to legislation that gave us our current increased authority and responsibility as of January 2006. This analysis has become the foundation for the board's strategic work plan, much of which may be accomplished through our new rulemaking authority. Other goals, however, require legislative support and funding. Because our analysis and strategic work plan have been informed by and formulated in the context of the Governor's Priorities of Government and the emerging recommendations of Washington Learns, we believe you will find excellent alignment between your goals and priorities and ours. We have outlined this alignment in this package.

We look forward to working with you in achieving our mutual goals. Thank you for your consideration of this request and for your leadership for the students and educators of Washington State.

Sincerely,



Jill Van Glubt  
PESB Chair and Teacher, Eastlake High School, Lake Washington School District



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## **Purpose and Authority of the PESB**

The PESB was created in 2000 as primarily an advisory board to the Governor, Legislature, State Board of Education and Superintendent of Public Instruction on the full range of policy issues related to certified education professionals, including teachers, principals, superintendents and educational staff associates. In addition, the PESB was charged with creating alternative routes to teacher certification and administering new basic skills and subject knowledge assessments for teacher certification.

Five years later, Governor Gregoire signed into law ESSB 5732, which gave the PESB responsibility and authority for policy and oversight of Washington's system of educator preparation, certification, continuing education and assignment.

## **Vision**

The vision of the Washington Professional Educator Standards Board is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students.

## **Mission**

Establish state policies and requirements for the preparation, certification, assignment, and continuing education of certified education professionals, ensuring that they:

- Are competent in the professional knowledge and practice for which they are certified;
- Have a foundation of skills, knowledge and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles meet or exceed the state learning goals; and
- Are committed to research-based practice and career-long professional development.

*Our energy and commitment to our work on the PESB comes from the knowledge that as we help shape our profession, we have a powerful impact on student learning.*

The PESB also serves as an advisory body to the Superintendent of Public Instruction on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure.





## **The Professional Educator Standards Board Members**

**Jill Van Glubt** of Fall City is Chair of the PESB. She is a teacher at Eastlake High School in the Lake Washington School District.

**June Canty** of Battle Ground is a Professor and the Director of Education Programs at Washington State University, Vancouver.

**Carol Coar** of Gig Harbor is the school psychologist at Stadium High School in Tacoma.

**Gary Cohn** of Port Angeles is the Superintendent of Port Angeles School District.

**Roger Erskine** of Olympia, representing Washington citizens, serves on the Board of the League of Education Voters.

**Shannon Espinoza**, of Spokane is a teacher in the Cheney School District.

**Vicki Frei** of Clarkston is a paraprofessional with the Learning Assistance Program in Clarkston School District.

**Kathryn A. Nelson**, of Bellevue is a special education teacher at Hamlin Robinson School in Seattle.

**Dora Noble**, of Pasco is a LL/literacy coach at Robert Frost Elementary in the Pasco School District.

**Sharon Okamoto**, of Seattle is the principal of the Seattle Urban Academy in Seattle.

**Grant Pelesky** of Puyallup is a teacher at Fruitland Elementary in the Puyallup School district.

**Martha Rice** of Yakima, representing parents, is a member of the Yakima School Board.

**Stephen Rushing** of Puyallup is the principal at Pioneer Valley Elementary School.

**Ron Scutt** of **Stehekin** is the lead teacher at Stehekin School.

**Dennis W. Sterner** of Spokane is the dean of the school of education at Whitworth College.

**Yvonne Ullas** of Yakima is a second-grade teacher at Roosevelt Elementary School in Yakima.

**Stacey Valentin** of Silverdale is a special education teacher at Klahowya Secondary School in Seabeck.

**Donna Zickuhr** of Anacortes is the principal at Anacortes High School.

**Terry Bergeson**, Washington State Superintendent of Public Instruction.

**Vacant**, representing educational staff associates

**Vacant**, representing public higher education

### **Professional Educator Standards Board Staff:**

Jennifer Wallace, Executive Director

Gina Hobbs, Executive Assistant

Dr. Lin Douglas, Director of Alternative Routes

Esther Baker, Program Director, Teacher Assessments

Nasue Nishida, Policy and Research Analyst

Erin Smessaert, Secretary



## **The Board's Accomplishments to Date**

Among the accomplishments of the PESB since 2000 are:

- Establishing four new alternative routes through which 537 mid-career professionals and experienced paraeducators have become fully-certified teachers in subject and geographic shortage areas;
- Implementing a new basic skills test and 33 subject knowledge tests required of all teachers seeking their first Washington teaching certificate;
- Raising standards for and improving assessments of future math teachers;
- Creating new pathways for staff associates such as school counselors to become principals and for teachers to add new subject area credentials;
- Creating greater access and opportunity for teachers to gain additional subject matter expertise and add subject endorsements to their teaching certificates and meet "highly qualified" requirements; and
- In our advisory capacity, submitting research-based reports and recommendations that have resulted in changes in state policy and practice, including:
  - Improving implementation of the Professional Certificate for teachers;
  - Aligning compensation with the state's performance-based system of preparation and certification; and
  - Developing a state data system that provides an accurate picture of the state's educator workforce for improved decision making.

The 2005 legislation that established the PESB's current authority required that in preparation for this new responsibility the PESB would:

*"conduct a comprehensive analysis of the strengths and weaknesses of Washington's educator and administrator certification and preparation systems, and by December 1, 2005, transmit its finding and any recommendations to the legislative committees on education, the superintendent of public instruction, the state board of education, and the governor" and that the board "shall use the analysis to develop a planning document to guide the assumption of policy and rule-making authority responsibilities for educator and administrator preparation and certification, consistent with the board's purpose."*

The PESB produced the report *Washington's System of Preparing and Certifying Educators* as a first-of-its-kind primer of the current system and its requirements, an analysis of the strengths of the current system and an assessment of needed changes and improvements.

Among the findings from the report that Washington needs and upon which the PESB will focus its efforts are:

- A state-level system for assessing educator preparation program quality
- Strategic planning across sectors grounded in student performance data
- Incentives and supports for model partnerships that solve real problems and pilot promising practices
- An improved system for maintaining high and relevant preparation standards and certification requirements for all educators
- State-level capacity and coordination in collecting and analyzing critical educator quality data for decision making
- Realistic strategies for ending out-of-field teaching
- Higher standards and a state system for approving and evaluating providers of continuing education
- Enhanced access and expanded program delivery options for educator preparation
- A systemic and strategic approach to educator recruitment
- A state-supported continuum of educator development that extends through an educator's career

From identification of these needs, the board constructed its goals and strategic plans under their new authority and responsibility. These are contained in Appendix A.

## **Decision Package Introduction**

As mentioned in the earlier section “About the PESB”, the legislature asked that in preparation for assuming its current rulemaking authority, the PESB conduct a “comprehensive analysis of the strengths and weaknesses of Washington’s system of educator preparation and certification” and use this analysis to form the foundation for the PESB’s strategic work plan. The PESB did just that, producing the report “*Washington’s System of Preparing and Certifying Educators*” and producing an internal strategic planning document contained under Appendix A.

Much of PESB’s strategic work plan can be accomplished through our own rulemaking authority via WAC 181. There are other goals, however, for which legislative funding support is needed. The four decision packages the PESB is submitting to the Governor for the 07-09 biennium reflect these goals, support the Governor’s Priorities of Government, and also align emerging recommendations from WA Learns.

<b>PESB 07-09 Biennium Decision Package #1 – Alternative Routes to Teacher, Principal and ESA Certification</b>		
<b>Priorities Of Government (POG) Statewide Result</b>	<b>Current goal in PESB strategic plan</b>	<b>WA Learns Steering Committee Recommendation</b>
POG 1: Improve student achievement in elementary, middle and high schools. POG 2: Improve the value of postsecondary education	High and relevant preparation standards and certification requirements for all educators Enhanced access and expanded program delivery options for preservice educator preparation	Increase access to alternative routes to certification for math and science teachers. Increase access to conditional loans and scholarships for math and science teacher preparation programs
<b>PESB 07-09 Biennium Decision Package #2 – Teacher Diversity, Student Achievement -- Closing the Gaps</b>		
<b>Priorities Of Government (POG) Statewide Result</b>	<b>Current goal in PESB strategic plan</b>	<b>WA Learns Steering Committee Recommendation</b>
POG 1: Improve student achievement in elementary, middle and high schools. POG 2: Improve the value of postsecondary education	Systemic and strategic approach to educator recruitment Incentives and supports for model partnerships	Establish public-private partnerships to provide scholarships for students who excel in math and science during middle and high school and who enroll in math or science majors in college Excite students and their parents about the importance of learning math and science and pursuing math and science careers.

<b>PESB 07-09 Biennium Decision Package #3 – Cross-Sector Collaboration to Improve Student Performance</b>		
<b>Priorities Of Government (POG) Statewide Result</b>	<b>Current goal in PESB strategic plan</b>	<b>WA Learns Steering Committee Recommendation</b>
POG 1: Improve student achievement in elementary, middle and high schools.	Ongoing strategic planning across sectors grounded in student performance data	<p>“Raising educational attainment cannot be accomplished by any single sector of education alone. . . .must be integrated with shared responsibility for improvements and success”</p> <p>Fundamental principles of accountability and creating a learner-focused education system the success of which is measured by student outcomes</p>
<b>PESB 07-09 Biennium Decision Package #4 – Operating Budget Support – Enhanced Capacity for Increased Responsibility</b>		
<b>Priorities Of Government (POG) Statewide Result</b>	<b>Current goal in PESB strategic plan</b>	<b>WA Learns Steering Committee Recommendation</b>
POG 3: Strengthen government’s ability to achieve results efficiently and effectively	[enables all PESB goals]	The state education system will be seamless, efficient and accountable. Resources will support achievement of our educational goals

## **Alternative Routes to Teaching, Principal and ESA Certification**

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#### **Short Description**

In order to better meet statewide demand and address school personnel shortages, the Professional Educator Standards Board (PESB) is planning to expand its alternative routes to teaching program and to develop and pilot alternative routes to principal, speech pathologist, and school psychologist certification.

With respect to alternative routes to teacher certification, plans are currently underway to initiate Route 1 (paraprofessionals without baccalaureate degrees) in three new locations. As part of the program design phase for Route 1 programs, the PESB would like to explore the creation of a competency-based degree. Currently, to earn a baccalaureate degree, an individual must complete a minimum of 180 quarter credits as specified by the Higher Education Coordinating Board WACs. Most paraeducators have acquired a skills and knowledge-base as part of their work experience and school district professional development opportunities. This makes paraeducators the perfect population with whom to pilot a competency-based approach to earning a degree.

Capacity for Routes 2 – 4 will be expanded slightly in an attempt to attract more mid-career professionals who have expertise in math, science, critical world languages and other teaching shortage areas that may be identified by new educator supply and demand data gathered from districts fall 2006.

Shortages in other areas of school personnel were identified in the 2004 Educator Supply and Demand in Washington report, specifically secondary level principals, speech pathologists and school psychologists. The PESB approved the piloting of an alternative route to principal certification program. A design team is currently developing a program that is scheduled for implementation in June 2007. Alternative route programs for speech pathologists and school psychologists are yet to be developed.

#### **Fiscal Summary**

<b>Operating Expenditures</b>		<b>FY 2008</b>	<b>FY 2009</b>	<b>Total</b>
Alternative Routes Support	001-01	\$775,800	\$765,800	\$1,541,600
<b>Total Cost</b>		<b>\$775,800</b>	<b>\$765,800</b>	<b>\$1,541,600</b>

#### **Narrative Justification and Impact Statement**

Washington's teacher shortages occur in specific teaching areas such as special education, math and science, and in specific geographic regions. The persistence of these specific shortage areas and the tremendous demand for enrollment in the alternative route programs clearly document the continued need to maintain and expand alternative route to teaching programs.

Since the creation of the state partnership alternative route programs in 2001, via the legislative appropriation of \$2 million dollars, 537 paraeducators and mid-career professionals have successfully completed programs. Evaluations of the program demonstrate that it is accomplishing its goals of 1) providing experienced professionals, paraeducators, classified employees, and conditional certificate holders with a high-quality alternative route to teacher certification; 2) supporting the transformation of higher education teacher preparation programs to truly performance-based models; and, 3) addressing teacher shortage areas.

The state funded Alternative Route Partnership Grant Program has been key to the success of the alternative routes program, providing support for the participation of interns and mentors in field-based alternative route partnerships among school districts, educational service districts

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(ESDs) and higher education teacher preparation programs. The programs are aimed at school personnel and mid-career professionals with expertise in subject areas in which Washington is experiencing shortages. Other characteristics of the alternative route program include:

- Performance-based mentored internships in K-12 classrooms, complemented by other professional development and formal learning opportunities offered in or near districts, online, or via the K-20 network. The length of the program for each intern is determined by the time required for the intern to demonstrate competency related to Washington's residency teaching certificate standards. Programs are "open exit" rather than a set amount of time for all interns;
- Teacher Development Plans that identify the alternative route requirements for each intern based upon an assessment of prior learning and experience; and
- High-quality and quantity mentoring.

In contrast to programs that require a specific number of courses and hours spent in a university classroom, the alternative route programs are striving to be truly performance-based. In fact, the ESD regional consortia program was collaboratively developed by representatives of multiple universities and packaged into modules, each delivered by one of the partnership universities. The modules clearly articulate the certification requirements with evidence that must be submitted for evaluation by module faculty. Program completion is not verified until all evidence is evaluated as "having met standard." All alternative route programs use a variety of instructional formats that capitalize on the opportunity for immediate application of knowledge and skills in a K-12 classroom setting with students. The mentored internship is intended to blend classroom teaching experience, under the supervision of a mentor teacher, with formalized learning opportunities provided by the higher education partner(s) at or near the school sites.

State general funds combined with federal Transition to Teaching and Fund for the Improvement of Post Secondary Education (FIPSE) grant funds have supported interns and their mentors. Federal funds are no longer available, yet the need to increase program capacity persists, particularly for Route 1 paraprofessionals. Based on OSPI personnel demographic data, diversity among paraprofessionals more closely matches the diversity of students in many districts. By tapping the rich talent pool of experienced paraprofessionals with AA degrees, an opportunity exists to enhance the diversity of Washington's teacher work force and to attract individuals who are bilingual.

PESB staff has successfully brokered partnerships between teacher preparation programs and districts in Seattle, the Skagit region, and the greater Yakima area. These new programs will create access for 60 paraprofessionals to pursue teacher certification in special education or ESL and earn a baccalaureate degree. One of the financial challenges associated with Route 1 is that these individuals must also complete a subject area endorsement like elementary education or math so as to meet the "highly qualified teacher" requirements to provide instruction in "core academic subjects." Two years will be required to complete program requirements. While two is shorter than the typical three years for a campus-based program, this means that Route 1 participants will need a conditional loan scholarship for each of the two years.

In order to develop a cost-effective and time-efficient program for Route 1, the PESB would like to pilot a competency-based approach to earning a degree. In a traditional campus-based teacher preparation program, individuals typically complete a major, a minor and courses that



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address the residency certification standards. This proves to be costly and time consuming for paraeducators in that it fails to address the fact that paraeducators have acquired a skills and knowledge-base as part of their work experience and school district professional development. The regional consortia programs, which are “certification only” and, therefore, not required to meet a minimum number of credits, demonstrated that instruction typically equivalent to 45 quarter credits can be compressed into 19 quarter credits without compromising quality. The goal of developing a competency-based degree program is to capitalize on the work experience and knowledge-base of paraeducators, to explicitly connect demonstration of competence to K-12 students and the classroom setting and to strategically integrate the competencies required for ESL or special education and elementary education endorsements with residency certification standards. It is anticipated that a truly “blended” and “performance-based” set of learning opportunities may result in a degree of fewer than 180 quarter credits, thereby reducing cost and time to degree for paraeducators.

Expansion for the alternative route to teaching program targets 60 new slots.

#### **NEW: ALTERNATIVE ROUTES TO PRINCIPAL CERTIFICATION**

Building upon what we have learned about the benefits of the regional consortia alternative route model developed and implemented in Yakima and Spokane, it is the intent of the PESB to develop and pilot an alternative route to principal certification. The targeted population for this program is the preparation of secondary level principals. The goals for this pilot include:

1. Create “grow your own” district-based programs;
2. Provide a streamlined preparation option for aspiring teacher/ESA certificated leaders who have been identified as ready to benefit from an immersion model, transforming individuals with a documented record of leadership into school principals;
3. Create a program design that impacts the overall leadership model and environment for secondary principals;
4. Design preparation that is accelerated and intensely focused; and
5. Develop formalized learning opportunities that are pragmatic and geared to the knowledge and skills specifically required of principals.

A condition for participation in the pilot, scheduled to begin June 2007, is that the candidate must be sponsored by a school district and hired as an assistant principal while participating in the program. It is anticipated that a minimum of 15 individuals will be enrolled in the pilot program. Private funding was secured to support program development, mentor training and mentor stipends.

One of the concerns raised by the principal alternative route planning team is the need to include interns from small rural districts. Many of these districts are resource deficient, have difficulty recruiting and retaining high quality administrators, and don't have assistant principal positions that can be filled by interns in the pilot program. Thus, the planning team is recommending that funds be made available for salary//benefits replacement to allow small rural districts to “grow their own” principals nominated from a cadre of teacher/ESA leaders who already reside in their communities and are committed to remaining in those communities.

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**NEW: ALTERNATIVE ROUTES FOR ESAs**

Another expansion of the alternative routes program includes interest in developing and implementing alternative routes to speech pathologist and school psychologist certification. The intent is to capitalize on the expertise of individuals who have master's degrees in related fields, but have not considered school-based roles as a career choice. Funds are needed to support program planning during 2008 and to fund conditional loan scholarships and mentor stipends for the 2008-09 academic year. It is anticipated that a minimum of 15 individuals will be enrolled in the speech pathologist and school psychologist alternative route programs by June 2008. Based upon the feedback obtained by evaluators of our teacher alternative route programs, the conditional loan scholarships are vital to enabling program participation. These scholarships provide an incentive for individuals to switch from the private sector to school-based service.

**Specific Budget Requests**

The following funds are requested to support the development of new programs and the increased capacity of existing programs:

	<b>FY '08</b>	<b>FY '09</b>
60 Route 1 conditional loan scholarships in new programs (\$8,000) and mentor teacher stipends (\$500)	\$510,000	\$510,000
Program development of a competency-based degree for paraeducators (travel, per diem for planning meetings)	\$10,000	
Salary/benefits replacement for rural district participation in the principal alternative route pilot program (4 individuals @\$58,950)	\$235,800	
Program development of speech language pathologist alternative route program (travel, per diem for planning meetings)	\$10,000	
Conditional loan scholarships for 15 speech language pathologist interns (\$8,000) and mentor stipends (\$500)		\$127,500
Program development of school psychologist alternative route program (travel, per diem for planning team)	\$10,000	
Conditional loan scholarships for 15 school psychologist interns (\$8,000) and mentor stipends (\$500)		\$127,500

**Program Strengths**

- **Helping to Address Washington Educator Shortages.** Focusing on preparation in shortage areas (teaching subject areas, secondary principal preparation, and speech pathologist and school psychologist preparation) ensures a better investment of state dollars and facilitates employment upon program completion.
- **More performance-based.** Compared to other teacher preparation programs, WSIPP's evaluation of the alternative route programs determined that they are more performance-based. This type of program design is particularly appealing to experienced paraeducators, mid-career professionals and conditional certificate teachers who have

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accumulated experiences and competencies that should be considered as they bridge the gap between their current jobs and a teaching career. This same emphasis upon performance-based preparation will guide the development of program planning for the principal, speech pathologist and school psychologist alternative route programs.

- **Better Prepared to Teach.** Based upon a recent survey, 69% of the 2004-05 mentor teachers rated the alternative route program completers as “better prepared” than student teachers from non-alternative route programs and 23% rated the interns “as prepared” as student teachers from non-alternative programs.
- **Cost-Effective.** All programs have instituted “package pricing” through which interns pay a flat fee for the program. The two consortia programs are the least expensive; tuition for the ESD 105 program is \$6,744. All other programs charge less than the tuition amount for their non-alternative programs. It is anticipated that this same pricing model will be used for the principal, speech pathologist and school psychologist alternative route programs.

### **Challenges Based Upon What We Have Learned So Far**

- **Recruitment.** Many Route 1 candidates are first generation college attendees and recent immigrants. Both of these factors challenge programs to create support mechanisms related to taking and passing the WEST-B (basic skills test), making application to programs, applying for financial aid and navigating the higher education system. Economic conditions greatly impact the availability and interest of mid-career professionals, particularly those with expertise in math and science, in pursuing teaching as a career choice. Many companies were down sizing and laying off engineers when the alternative route program began; this is not the case today. Often, individuals planning to prepare in math and science are recruited way from the alternative route programs. **Strategic recruitment that involves districts in partnership with higher education needs to match potential candidates with actual forecasted vacancies.**
- **Higher education programs need guidance in redesigning programs.** In both existing and creating new alternative route programs, technical assistance is needed with program design and delivery. **Opportunities for higher education educator preparation program faculty to meet as part of planning team is essential to the success of designing new collaborative program models.**
- **Greater geographic reach is needed.** Regions of the state remain unserved by alternative route educator preparation programs. Expansion utilizing the regional consortia model, whereby multiple higher education institutions deliver the program, has provided improved access and opportunity for prospective teachers in ESD 101 and 105 regions, particularly those individuals in rural and remote locations. Program participants report they would not have been able to pursue teacher certification had these programs not been available. **This model holds great potential for the delivery of principal, speech pathologist and school psychologist alternative route programs.**
- **Providing an adequate number of conditional loan scholarships.** While program participants say that the design and delivery of the alternative route program itself is a strong recruitment incentive, it has been the funding for intern conditional loan scholarships and mentor teacher stipends that has enabled many individuals to participate. The financial needs of many interns, particularly paraeducators remains.

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**Continued state funding support for conditional loan scholarships and mentor stipends is essential to build on the initial successes.**

#### **Description of Request**

Based upon the program strengths and the challenges associated with what we have learned, the major goals for the alternative route programs for 2008-09 are:

- Meet the financial gap created by the lack of federal funding to address current demand for program participation;
- Expand access and opportunity for prospective teachers to participate in alternative route programs statewide, with particular emphasis on recruiting paraeducators;
- Support the transformation of educator preparation programs to become truly performance-based;
- Increase and enhance partnerships between higher education institutions, districts, and ESDs;
- Develop and implement an alternative route to principal certification; and
- Develop and implement alternative routes to speech pathologist and school psychologist certification.

#### **Impact/Outcome**

PESB focus and activities for the alternative route programs for FY '08 and FY '09 will include:

- Provide scholarships to enhance participation in existing and new programs;
- Create a "pipeline" for paraeducators with transferable AA degrees in the ESD 105 , Seattle and Skagit regions;
- Create a "grow your own" district-based alternative route model for principal certification;
- Address the shortage of speech pathologists and school psychologists through the creation of alternative route to certification programs;
- Implement strategic recruitment strategies to attract mid-career changers with expertise in math and science;
- Enhance the diversity of the educator work force; and
- Create a prototype for a competency-based baccalaureate degree.

The requested funding will 1) provide the opportunity for 179 teacher interns and their mentors to achieve expanded access to programs throughout the state; 2) provide financial assistance for rural districts to participate in the alternative route to principal certification pilot program; 3) support the development of alternative routes to speech pathologist and school psychologist certification; and 4) provide the opportunity for 15 conditional loan scholarships and mentor stipends for 15 interns in each of the ESA role alternative route programs.

#### **Alignment with Agency Strategic Plan and Governor's Priorities of Government Process**

The PESB's request for expansion of the alternative routes program addresses five of the Governor's Priorities of Government.

##### *1. Improve student achievement in elementary, middle and high schools.*

Research shows that no other factor is more closely linked to student achievement than a well-qualified teacher. Ninety-two percent of mentor teachers of 2004-05 alternative route program completers found them "better prepared" or "as well prepared" as teachers from non-alternative preparation programs.

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Every school needs a high performing principal who is committed to creating learning environments and conditions which support achievement for all students.

An adequate supply of speech pathologists and school psychologists is essential in order for students to benefit from their school experience.

*2. Improve the quality and productivity of our workforce.*

The alternative route programs, across multiple roles, provide a new career opportunity for mid-career professionals and paraeducators.

*3. Improve the value of postsecondary learning.*

Alternative route programs focus on transforming higher education educator preparation programs into truly performance-based programs. The consortia programs, in particular, challenge and address barriers to transformation.

*4. Improve the economic vitality of business and individuals.*

For paraeducators, in particular, the alternative route program provides an opportunity for significant career and economic growth. Displaced workers benefit from retraining and reentry into the work force. The state benefits from the talent pool available among early retirees from the military and business and industry, especially those who hold degrees in science and mathematics.

*5. Strengthen government's ability to achieve its results efficiently and effectively.*

Higher education institutions charge less for their alternative route program than for their traditional teacher preparation program. Programs have instituted "package pricing" by which interns pay a flat fee for the program regardless of the time it takes to complete. The regional consortia programs, in particular, are cost-effective and fiscally responsible. Program length is significantly shorter than that of traditional programs. Districts benefit from the availability of interns to work in a classroom full-time for the entire school year.

### **Reason for Change**

Washington's teacher shortages occur in specific teaching areas and in specific geographic regions. The persistence of these specific shortage areas as well as the continued demand for enrollment in the alternative route program clearly indicate that an effective teacher preparation system must provide options that are developmentally appropriate, that are geographically accessible, and that are customized for the student populations served. A strategic approach is needed and Washington's alternative routes program is a key component of this approach. The alternative route program has demonstrated that it can attract high caliber candidates, can prepare those candidates for teaching shortage areas and that completers of alternative route programs are viewed as highly competent. Ninety-two percent of 2004-05 mentor teachers rated alternative route program completers as "better prepared" or "as well prepared" as teachers from non-alternative route programs. This is a program that has demonstrated a strong track record for success in preparing paraeducators and mid-career professionals for careers as teachers. The requested funding will 1) continue the program transformation momentum; 2) compensate for the loss of federal funding that has supported roughly one-third of the conditional loan scholarships and mentor stipends; 3) maintain the powerful partnerships created among districts, higher education institutions and ESDs; 4) increase access and opportunity in currently unserved regions of the state; and 5) provide program capacity to meet demand.

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The 2004 Educator Supply and Demand in Washington State report identified “considerable need” for middle and high school level principals, speech pathologists and school psychologists. The data in this report also document “considerable shortage” for speech pathologists and school psychologists and “some shortage” for secondary level principals. In an effort to try to assist districts meet their personnel needs for these roles, the PESB believes that alternative route programs can attract and prepare individuals who might not otherwise pursue educator certification.

#### **Impact on Other State Programs or Units of Government**

The PESB will continue to work collaboratively with ESD Superintendents, the Higher Education Coordinating Board, The Office of the Superintendent of Public Instruction and the State Board for Technical and Community Colleges to ensure seamless articulation for individuals who are eligible to participate in an alternative route program.

#### **Required Changes to RCW, WAC, or Contracts**

WAC language is required to create a provisional principal certificate. WAC language is required to pilot a baccalaureate degree of fewer than 180 quarter credits.

#### **Discussion of Alternatives**

The legislature charged the PESB with establishing high-quality alternative routes to teacher certification. Our request is in response to that charge and any consideration of alternatives would be inconsistent with that charge. Based upon the work plan that reflects the PESB Comprehensive Analysis, the board is choosing to move forward with alternative routes to principal, speech pathologist and school psychologist certification.

#### **Impact in Future Biennia**

While the design and appeal of the alternative route program is a strong recruitment incentive, it has been the state and federal funding for intern conditional loan scholarships and mentor teacher stipends that has enabled participation for most interns. Many interns share that they could not participate without the benefit of the scholarship. Mentor teachers tell us that fewer of them would be willing to mentor should the stipend be less or eliminated. There are a limited number of interns who are participating in programs in a “self pay” basis, but these folks are individuals who choose not to prepare in a teaching shortage area. The need for a continued “investment” in preparing high-quality teachers in shortage areas is not likely to decrease, especially as the state is required to meet the No Child Left Behind “high qualified” teacher requirements.

It is unknown at this time whether conditional loan scholarships and mentor stipends will be required for the continuation of the principal, speech pathologist and school psychologist alternative route programs. Piloting these programs will identify associated costs that may require state funding.

#### **Effect of Not Funding**

Failing to fund the intern conditional loan scholarship and mentor teacher stipend components of this program will negatively impact program recruitment, program expansion, and may even threaten the continued operation of existing programs. From a cost-analysis perspective, each program must have a minimum number of interns to “break even.” A reduction in the total number of scholarships allocated across 6 - 7 alternative route programs could cause them to close. This would be a tremendous waste of time, effort, and funds expended thus far to develop program infrastructure.

**Alternative Routes to Teaching, Principal and ESA Certification**  
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Funding to support conditional loan scholarships and mentor teacher stipends was a critical component of the initial recommendation package submitted to the legislature by the PESB. Overall state funding has been reduced since the initial \$2 million dollar appropriation. Financial assistance is critical for alternative route interns. Paraeducators are most often at an income level that cannot accommodate participation in a teacher certification program. For mid-career professionals, as well, the transition to a career in teaching often means shifting to a significantly lower income level. We have found that the conditional loan scholarship is a powerful incentive in making the decision to become a teacher.

Failing to fund financial support for rural districts to participate in the alternative route to principal certification pilot will result in an inequity in access to this program.

Failing to fund program development and conditional loan scholarships for the speech pathologist and school psychologist alternative route programs will delay development and implementation until funding can be identified.

**Performance Measure Detail**

<b>Output Measures</b>	<b>FY 2008</b>	<b>FY 2009</b>
1. Increased number of prospective teachers enrolled in alternative route programs	60	60
2. Number of competency-based degree programs		3
3. Number of teacher alternative route programs	6-7	7
4. Number of prospective principals enrolled in an alternative route program	15	
5. Number of principal alternative route programs	1 statewide	
6. Number of prospective speech pathologists enrolled in an alternative route program		15
7. Number of speech pathologist alternative route programs		1
8. Number of prospective school psychologists enrolled in an alternative route program		15
9. Number of school psychologist alternative route programs		1

**Object Detail**

	<b>FY 2008</b>	<b>FY 2009</b>	<b>Total</b>
Employee FTE			
Salary and Wages			
Employee Benefits			
Contracts			
Supplies and Materials			
Travel	\$10,000	\$10,000	\$20,000
Capital Outlay			
Grants	\$765,800	\$755,800	\$1,521,600
Interagency Reimbursement			
<b>Total Objects</b>	<b>\$775,800</b>	<b>\$765,800</b>	<b>\$1,541,600</b>





## **Teacher Diversity, Student Achievement -- Closing the Gaps**

### **Professional Educator Standards Board**

#### **Short Description**

Washington's achievement gap – between Caucasian students and students of color – is still as large and wide as it was 10 years ago. Despite efforts in education reform and the standards-based movement, the gap has maintained the status quo – achievement for students of color has gone unchanged – averaging rates of improvement less than or as much as Caucasian students.

However, research on the achievement gap has thrived over the last 10 years, and has unveiled some less than comfortable issues around the quality of education and instruction for students of color, including disparate conditions and educational opportunities, educators' negative attitudes and beliefs and inadequate instruction and support. Recent research has focused on the need for culturally competent educators that understand students of different backgrounds and can provide a variety of strategies to meet the needs of diverse learners. A developing part of this research has also focused on the significance and importance of a diverse teaching force.

What we know from the limited available research, but are strongly confirmed by parents, students and communities of color, teachers of color, as well as culturally competent teachers, provide unique social, emotional and academic protective factors for students of color. Socially and emotionally, teachers of color increase the number of role models for students of color, provide opportunities for all students to learn about ethnic, racial and cultural diversity and bridge the gap between the home and school environments. Academically, teachers of color demonstrate culturally responsive instructional strategies to raise the academic performance of students of color and have higher performance expectations for students of the same ethnic group.

In Washington teachers of color make up only seven percent of all teachers in the state. These statistics do not match up to the overall student population in the state where 30 percent are students of color, a number that is only expected to rise. The 2004-2005 certification data from OSPI report 13.4 percent of educator preparation program completers were people of color. Of those program completers, 66 percent reported they were hired as teachers – 14 points higher than the statewide placement rate of 52 percent.

In a 2005 report, *Washington's System of Preparing and Certifying Educators*, the Professional Educator Standards Board, found that Washington lacks a systemic and strategic recruitment approach to increasing diversity among educators. They also suggested that future examination needed to be done to find out the effectiveness of current recruitment efforts to determine whether they are reaching communities of color and encouraging students of color to pursue a future career in teaching.

The PESB proposes The Recruiting Diverse Washington Teachers Pilot Program (RDWT) to increase the number of diverse high school students going into the teaching profession in shortage areas. The pilot program will grant funding to one or two local partnerships made up of school districts, higher education institutions and communities focused on four major components:

- Targeted recruitment efforts for students of color in high schools and communities;
- School and community support systems ensuring students' academic-preparedness for college;
- Future teacher camps on college campuses readying students for the expectations and rigor of the college experience; and

**Teacher Diversity, Student Achievement -- Closing the Gaps**  
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- An evaluation of existing teacher recruitment programs.

**Fiscal Summary**

<b>Operating Expenditures</b>	<b>FY 2008</b>	<b>FY 2009</b>	<b>Total</b>
<b>Total Cost</b>	<b>\$266,000</b>	<b>\$214,000</b>	<b>\$480,000</b>

**Narrative Justification and Impact Statement:**

Washington's achievement gap – between Caucasian students and students of color – is still as large and wide as it was 10 years ago. Despite efforts in education reform and the standards-based movement, the gap has maintained the status quo – achievement for students of color has gone unchanged – averaging rates of improvement at less than or as much as Caucasian students. In order to close this gap, students of color will have to more than double and triple their academic improvement – a daunting task indeed.

While the data on the achievement gap speaks loud and clear to policy-makers, educators, students and parents, the last 10 years have not been in vain. Research on the achievement gap is abundant, and has unveiled some less than comfortable issues around the quality of education and instruction for students of color, which include disparate conditions and educational opportunities, educators' negative attitudes and beliefs and inadequate instruction and support. Related to this, is the developing body of research on the significance and importance of a diverse teaching force.

What we know from the limited available research, but are strongly confirmed by parents, students and communities of color, are that teachers of color provide unique social, emotional and academic environment for students of color.

Socially and emotionally, teachers of color...

1. Increase the number of role models for students of color;
2. Provide opportunities for all students to learn about ethnic, racial and cultural diversity;
3. Help bridge the gap between the home and school environments;

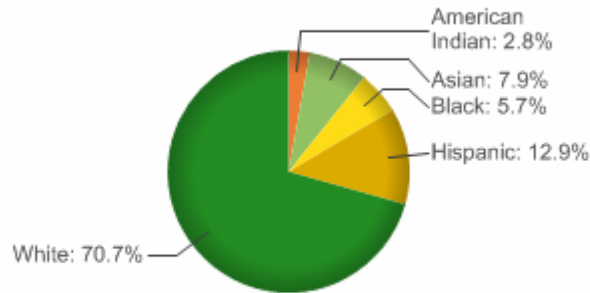
Academically, teachers of color...

1. Demonstrate culturally responsive instructional strategies to raise the academic performance of students of color.
2. Have higher performance expectations for students of the same ethnic group.

The teachers of color in Washington make up only seven percent of all teachers in the state. Principals of color are slightly more at 11 percent, and educational staff associates (counselors, speech-language pathologists) of color are at seven percent. These statistics do not match up to the overall student population in the state where 30 percent are students of color (see graph below), a number that is only expected to rise.

**Teacher Diversity, Student Achievement -- Closing the Gaps**  
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**Ethnicity (October 2004)**



Source: Office of Superintendent of Public Instruction Website – <http://reportcard.ospi.k12.wa.us/>

The number of teacher candidates of color completing preparation programs has remained steady over the last 10 years and those candidates are in high demand for hiring among districts across the state. The 2004-2005 certification data from OSPI report 13.4 percent of educator preparation program completers were people of color. Of those program completers, 66 percent reported they were hired as teachers – 14 points higher than the statewide placement rate of 52 percent.

Currently, there are efforts to recruit high school students into the teaching profession. The Washington State Teachers Recruiting Future Teachers Program (WSTRFT) is a curriculum and program in more than 120 high schools around the state and funded by districts' Career and Technical Education dollars. All teachers of the WSTRFT program are trained to provide the curriculum. The organization also sponsors a state conference every year.

The strengths of WSTRFT are its established curriculum that is aligned with the state's educational goals, the Essential Academic Learning Requirements and the CTE standards. The program has also worked with different colleges and universities in the state to create articulation agreements allowing students from the WSTRFT program to waive certain program requirements in the colleges of education.

However, there are several challenges and limitations with this program for recruiting students of color into teaching. The overwhelming majorities of WSTRFT programs are funded by districts' CTE dollars, and, therefore, are housed in the CTE department of the high school. This compartmentalizes the program from other departments of the high school and limits the visibility of the program to the broader student body. WSTRFT is also typically taught by Family and Consumer Sciences teachers who are predominately Caucasian and female, not the role models students of color need to be attracted into the profession. Lastly, the teaching internships provided to students are almost always in elementary schools. Washington has an overabundance of elementary-prepared teachers, but lack teachers in the shortage areas of math, science, special education, bilingual education and English as a Second Language.

In a 2005 report, *Washington's System of Preparing and Certifying Educators*, the Professional Educator Standards Board, found that Washington lacks a systemic and strategic recruitment approach to increasing diversity among educators. They also suggested that future examination needed to be done to find out the effectiveness of current recruitment effects to determine

## **Teacher Diversity, Student Achievement -- Closing the Gaps**

### **Professional Educator Standards Board**

whether they are reaching communities of color and encouraging students of color to pursue a future career in teaching.

The Recruiting Diverse Washington Teachers Pilot Program (RDWT) will increase the number of diverse high school students going into the teaching profession in the shortage areas of math, science, bilingual education, special education and English as a Second Language. The heart of the pilot program will be partnerships of school districts, higher education institutions and communities focusing on four major components:

- Targeted recruitment efforts for students of color in high schools and communities;
- School and community support systems ensuring students' academic-preparedness for college;
- Future teacher camps on college campuses readying students for the expectations and rigor of the college experience; and
- An evaluation of existing teacher recruitment programs.

#### **Component 1 – Targeted Recruitment Efforts**

Proactive strategies for targeted outreach to the students of color, their families and communities are imperative to building a more diverse teaching force in Washington. The Recruiting Washington Teachers Pilot Program will focus on this component in two distinct ways.

1. Rework the existing Washington State Teachers Recruiting Future Teachers Curriculum (WSTRFT) to create an enhanced curriculum with special focus on students interested in teaching the shortage areas of math, science, special education, bilingual education and English as a Second Language.
2. Provide teaching internships for high school students in the teaching shortage areas.

#### **Component 2 – School and Community Support Systems**

Students of color need to be academically prepared for college, but also academically ready to pass the basic skills test (WEST-B) prior to admission into the college of education. The WEST-B assessment tests the basic skill competencies of a teacher-candidate in reading, writing and mathematics. The 2004-2005 WEST-B assessment data show people of color cumulatively passing at an overall average of 68 percent as compared to an 89 percent cumulative pass rate for Caucasians. Of the examinees of color that did not pass all three subtests of the WEST-B in 2003-2004 about 18 percent of them did not return to take the test in 2004-2005 as compared to only six percent of Caucasian examinees.

Ethnicity	First Attempt Pass Rates	Cumulative Pass Rates	% Change from 1 <sup>st</sup> Attempt to Cumulative
American Indian/Alaskan Native	60%	66%	+ 6
Asian/Pacific Islander	52%	69%	+ 17
Black/African American	38%	58%	+ 20
Hispanic	45%	64%	+ 19
Multi-racial	74%	83%	+ 9
White	77%	89%	+ 12

Source: PESB Washington Prospective Teacher Assessment System 2004 -2005 Results

While the PESB can not definitively identify the reasons people did not return to take the test, anecdotally we know the additional costs of retaking subtests, the additional time required for meeting the admission's requirements and the emotional drain of not passing the test can take its toll on candidates of color.

## **Teacher Diversity, Student Achievement -- Closing the Gaps**

### **Professional Educator Standards Board**

A cohesive system of support breaks down the barriers into teaching that students of color would face. It involves multiple partners from schools to higher education to community-based organization to families. The support system encompasses academic services to meet graduation requirements and become college prepared, advising services for navigating the college application process and mentorship to encourage and problem solve barriers. It also includes extensive time and work with families to support their student of color.

#### **Component 3 – Future Teacher Camps on College Campuses**

The Recruiting Diverse Washington Teachers Pilot Program will also provide students of color with authentic experiences prior to beginning college. By partnering with higher education institutions to hold Future Teacher Camps, students of color will grow their interest in teaching and alleviate anxiety, confusion and frustration with the unknown frontier of the college campus. The week-long summer camps will include workshops on issues of leadership, diversity and teaching as well as include discussions with panels of diverse educators to hear real-life perspectives about being an educator of color. Educator preparation program faculty will pair up with the high school students to communicate regularly with them during the school year. Students will also take a WEST-B practice test to find out where they need to improve their basic skills.

#### **Component 4 – Evaluation of Existing Teacher Recruitment Efforts**

There are different efforts in the state to recruit people into the teaching profession. They range from teaching academies in high schools to creating student-friendly promotional videos to conditional scholarships for teaching in shortage areas. Collectively, these efforts have not been evaluated to find out the effectiveness of recruiting people into the profession, especially people of color. An evaluation is needed focusing on four critical questions:

- What are all the efforts in Washington to recruit people into the teaching profession?
- What is the effectiveness of these efforts on overall recruitment of teachers and teachers of color?
- What strengths do these efforts offer in the way of innovative strategies, best practices and/or lessons learned for recruiting teachers of color?
- What changes can be incorporated to strengthen teacher recruitment efforts of people of color?

The PESB will issue a request for proposals seeking to fund one or two local partnerships with an 18-month grant. The local partnerships shall include school districts/high schools, higher education educator preparation programs and community-based organizations. Priority will be given to those local partnerships that have or will create articulation agreements between high school programs, community colleges and/or higher education preparation programs that result in credit for prior learning and experience. The local partnerships must commit to the following expectations and criteria:

- Develop and utilize proactive strategies to recruit students of color and work with their families and communities.
- Create academic and community support systems for students of color.
- Implement the modified Teachers Recruiting Future Teachers Curriculum for teaching shortage areas.
- Provide teaching internships for students of color in teaching shortage areas, such as math, science, special education, bilingual education and English as a Second Language.
- Collect and track data to meet the pilot program outcomes.

**Teacher Diversity, Student Achievement -- Closing the Gaps**  
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- Work with higher education partners to organize and execute the Future Teachers Camp on college campuses.
- Work with the program coordinator to implement effective practice.
- Work with the program evaluator to document lessons learned and identify implications for policy and scaling up.

An advisory group will be created to assure the requirements, timelines and outcomes of the pilot program are met as well as represent the voice and wisdom of communities of color. The advisory will include parents, teachers, college/university representatives, a pre-service teacher and a high school student as well as members from the PESB.

The PESB will provide program and administrative oversight of the pilot program. Program coordination will be contracted to an organization that has experience and knowledge in working with schools, higher education institution and communities of color and can demonstrate effective project management.

The PESB will contract with a company for the evaluation and analysis of existing teacher recruitment efforts with emphasis on their effectiveness in recruiting future teachers of color.

The PESB will submit a report to the legislature after the pilot program is completed. The report will include lessons learned and best practices, implications for policy and scaling up as well data to support the outcomes of the project. The PESB also makes the commitment to track the students of color from the pilot program and find out if they became teachers.

The Recruiting Diverse Washington Teachers Pilot Program will proceed on the following timeline:

July 07 – Spring 08	<ul style="list-style-type: none"><li>▪ Issue RFP for evaluation of existing teacher recruitment efforts.</li><li>▪ Evaluator selected and begins.</li><li>▪ Evaluation of existing teacher recruitment efforts due.</li></ul>
Fall 07	<ul style="list-style-type: none"><li>▪ The Washington State Teachers Recruiting Future Teachers Curriculum is modified focus on the teaching shortage areas.</li><li>▪ Issue RFP seeking pilot partnerships and select pilot partnerships.</li></ul>
Winter – Summer 08	<ul style="list-style-type: none"><li>▪ Local partnerships develop their program (includes working with modified curriculum, setting up internship placements, organizing Summer Camp, arranging support systems etc)</li><li>▪ Recruit and outreach to current freshman and sophomore students of color.</li></ul>
Summer 08	<ul style="list-style-type: none"><li>▪ Future Teacher Camps occur for freshmen and sophomores</li></ul>
Fall 08 – Summer 09	<ul style="list-style-type: none"><li>▪ Partnership Programs begin for sophomores and juniors.</li><li>▪ School and community support systems go into effect.</li></ul>
Summer 09	<ul style="list-style-type: none"><li>▪ Future Teacher Camps occur for freshmen and sophomores.</li></ul>
Fall 09	<ul style="list-style-type: none"><li>▪ PESB submits legislative report on pilot program.</li></ul>

**Teacher Diversity, Student Achievement -- Closing the Gaps**  
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**Description of Request**

The following funds are requested to support the development of The Recruiting Diverse Washington Teachers Pilot Program:

	<b>FY 08</b>	<b>FY 09</b>
Grants to local partnerships (program development, summer camps, data collection)	\$84,000	\$114,000
Modification of Teachers Recruiting Future Teachers Curriculum tailored to fill teaching shortage areas	\$32,000	
Contract for evaluation existing state recruiting efforts	\$50,000	
Contract for program coordinator	\$60,000	\$60,000
Program advisory meeting expenses (travel and per diem)	\$40,000	\$40,000
<b>Total Costs</b>	<b>\$266,000</b>	<b>\$214,000</b>

**Impact of Change on Clients and Services**

The Recruiting Diverse Washington Teachers Pilot Program will recruit more high school students of color into the teaching profession. It will create partnerships that develop and implement appropriate strategies to target and recruit students of color into teaching as well as provide a program of support systems and experiences that will allow students of color the opportunity to better understand a career in education and, ultimately, become a teacher.

Through this pilot program, the PESB expects the following:

- More students of color will graduate from high school and be better prepared to enter college;
- More students of color will apply and be accepted to college; and
- More students of color will consider and pursue a teaching career.

**Reason for Change / Problem Being Addressed**

Washington's achievement gap – between Caucasian students and students of color – is still as large and wide as it was 10 years ago. Despite efforts in education reform and the standards-based movement, the gap has maintained the status quo – achievement for students of color has gone unchanged. Related to this is a developing body of research on the significance and importance of a diverse teaching force. What we know from the limited available research, but are strongly confirmed by parents, students and communities of color, are that teachers of color provide unique social, emotional and academic environment for students of color.

The teachers of color in Washington make up only seven percent of all teachers in the state. This statistic does not match up to the overall student population in the state where 30 percent are students of color, a number that is only expected to rise.

In a 2005 report, *Washington's System of Preparing and Certifying Educators*, the Professional Educator Standards Board, found that Washington lacks a systemic and strategic recruitment approach to increasing diversity among educators. They also suggested that future examination needed to be done to find out the effectiveness of current recruitment effects to determine whether they are reaching communities of color and encouraging students of color to pursue a future career in teaching.

**Alignment with Agency Strategic Plan and Governor's Priorities of Government Process**

This proposal addresses the following Governor's Priorities of Government:

## **Teacher Diversity, Student Achievement -- Closing the Gaps**

### **Professional Educator Standards Board**

Goal – Improve student achievement in elementary, middle and high schools

- *Indicator 1: Reducing gaps in student achievement* – The number one indicator of student learning in the classroom is the teaching. This proposal aims to recruit diverse high school students into the teaching profession and provide students with both academic and social supports to be successful in high school and college.
- *Indicator 2: Improving student achievement over time* – This proposal will bring more diversity to Washington's teaching force. Based on a developing body of research, teachers of color have positive impacts on students of color contributing to higher academic achievement. Over time, the PESB predicts teachers of color will contribute greatly to improving overall student achievement in Washington.
- *Indicator 3: Increasing the high school graduation rate* – Targeted recruitment efforts for students of color and personalized support services, if effective, will increase the number of students of color graduating and going into college.

Goal – Improve the value of postsecondary learning

- *Indicator 3: Improve responsiveness to workforce needs* – There are teaching shortage areas in math, science, bilingual education, English as a Second Language and special education. This proposal recruits future teachers into these shortage areas.

#### **Effect of Not Funding**

While several organizations, agencies and institutions provide a variety of statewide programs that aim to support and facilitate entry into the education profession, there is no one entity with a strategic plan or clear responsibility related to coordination and goals of statewide educator recruitment. Collaboration, planning and evaluation among these entities rarely occur, if at all. Washington State has operated, to some degree, on the expectation that diversity in the educator workforce will take care of itself over time. The reality of the situation is that it hasn't, and likely won't take care of itself, in light of forecasted numbers predicting an increase in the next decade of students of color into the education system. Should this proposal fail to be funded, Washington State will continue to piece-meal its approach to educator recruitment using a variety of efforts and with varying degrees of success and effectiveness. Targeted recruitment of diverse populations into the teaching shortage areas will continue to be an unaddressed and growing need in the state.

#### **Discussion on Alternatives**

The only alternative for this proposal is to pilot the program on a smaller scale, with one partnership instead of two. Each program component is an essential part of the whole package, and maintains the integrity, purpose and effectiveness of the proposal.

#### **Budget Impact on Future Biennia**

Budget impact on future biennia depend on two potential options.

1. Option 1 – No impact on future biennia – A document/guide book would be created from the pilot program that would include lessons learned, best practices, program start-up guidelines and processes. Districts could implement the program on their own.
2. Option 2 – Impact on future biennia – Funding would be provided to continue and expand the pilot program to several more partnerships across the state.



**Teacher Diversity, Student Achievement -- Closing the Gaps**  
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**Impact on Other State Programs**

None

**Relationship to Capital Budget**

None

**Required Changes to RCW, WAC or Contract**

**Performance Measure Detail**

<b>Output Measure</b>	<b>FY 2008</b>	<b>FY 2009</b>
Percentage of pilot's high school seniors applying to college		100
Percentage of pilot's high school seniors admitted to college		100
Percentage of pilot's high school seniors intending to pursue teaching		95
Percentage of pilot's high school sophomores and juniors in 2 <sup>nd</sup> year of the program	100	100
Percentage of pilot's high school seniors graduating from high school		100
Percentage of pilot's high school seniors receiving a passing rate on college/university entrance exams		100
Percentage of pilot's program portfolios completed	100	100
Percentage of pilot's portfolios deemed acceptable	95	95

**Object Detail**

	<b>FY 2008</b>	<b>FY 2009</b>	<b>Total</b>
Employee FTE	\$116,000	\$114,000	\$230,000
Salary and Wages			
Employee Benefits			
Contracts	\$110,000	\$60,000	\$170,000
Supplies and Materials			
Travel	\$40,000	\$40,000	\$80,000
Capital Outlay			
Grants			
Interagency Reimbursement			
<b>Total Objects</b>	<b>\$266,000</b>	<b>\$214,000</b>	<b>\$480,000</b>



## **Cross Sector Collaboration to Improve Student Performance**

### **Professional Educator Standards Board**

#### **Short Description**

In December 2005, the Professional Educator Standards Board (PESB) published the report Washington's System of Preparing and Certifying Educators. One of the findings highlighted by this report is that "student performance data and strategies for school and student learning improvement are not systematically shared with educator preparation programs or used to drive program improvements." The report also noted there "is a current desire, but not yet a means, to assess the relationship between quality measures of educator preparation programs and impact on student learning." This pilot proposes to use student performance data to drive and inform coordinated strategic planning between higher education, ESDs and school districts to improve student learning, close the achievement gap, and contribute to a learner-centered system.

Professional Education Advisory Boards (PEABs) are positioned to bridge this gap. PEABs are established for each approved educator preparation program. One-half or more of the voting members are practitioners representing various educator roles matched to the focus of preparation (i.e., teachers for teacher preparation program PEABs). PEAB members participate in and cooperate with the college or university on decisions related to the development, implementation, and revision of each preparation program (i.e., teacher, administrator, school counselor, school psychologist, and school social worker). Rarely, if ever, do the PEABs have the opportunity to consider performance data, specifically the performance of P-12 students who are receiving educational services/support or instruction from their program completers.

The PESB is proposing to pilot a project that would create a state-facilitated model partnership between one or two public/private higher education institutions, ESDs and school districts where their candidates are placed for field experiences/internships and that employ significant numbers of program completers from those institutions. The overall goal of the pilot is to develop an infrastructure that would create a regular and ongoing collaborative climate in which serious dialog focused on real student performance data can occur.

Steps to reach this goal include:

1. Develop a research agenda that asks the right questions and identifies the right data sets to link educator preparation program characteristics to students' academic achievement;
2. Initiate focused interventions based on the identified data questions in selected "improvement" status schools;
3. Develop recommendations that address WAC changes related to PEABs (membership, purpose, operation, focus) that will result in reconstituting PEABs so they assume this envisioned coordinated and collaborative strategic planning between P-12 and higher education statewide across all educator preparation programs;
4. Develop strategies to assist districts in meeting the No Child Left Behind "highly qualified" teacher requirements;
5. Develop a handbook to provide guidance for the PEABs as they transition to a new infrastructure and role; and
6. Develop a plan and accountability measures to ensure that the intent of WAC 181-78A-310 is met.

The pilot is an essential step in reconstituting PEABs statewide. Potentially, PEABs for each educator preparation program would replicate the infrastructure created via the pilot. This would result in an intentional focus on student performance data as the driver of programmatic changes in educator preparation, district level educator support and professional development, and shared responsibility for student learning.

**Cross Sector Collaboration to Improve Student Performance**  
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Current WAC (181-78A-310) requires that “An approved preparation program annually shall develop and implement a plan to enhance the level of collaboration and interaction between the program’s faculty and K-12 schools in the state.” Currently, there is no systematic way to assess how and where this collaboration is occurring. The pilot provides an excellent opportunity to explore strategies to actually hold higher education institutions and districts accountable for meeting the intent of this WAC (i.e., professional development schools, creating “preparation environments” that are not campus-based).

**Fiscal Summary**

Operating Expenditures	FY 2008	FY 2009	Total
	\$85,400	\$43,600	\$129,000
Total Cost	\$85,400	\$43,600	\$129,000

**Narrative Justification and Impact Statement**

As stated in the report Washington’s System of Preparing and Certifying Educators, “Student performance data must be used to drive coordinated strategic planning between P-12 and higher education to improve student learning and close the achievement gap. Educator preparation, quality of educational practice and student learning are shared responsibilities.” While most individuals within the educational community agree with these statements, student performance data are not part of the conversation focused on strengthening educator preparation programs. We do not yet have the means to assess the relationships between student performance data, district level support for new educators, district level professional development, and initial preparation that leads to educator certification. The pilot proposes to develop the mechanism by which this analysis can occur.

Partnership participants would make a commitment to improving existing data sources, collecting new data sets based upon questions to be answered, and more in-depth data analysis including, but not limited to:

- **Performance Data**

1. **Student Performance Data** – OSPI would make available and provide an analysis of WASL and other student assessment data for schools/districts participating in the partnership pilot. These data would serve as the focus for the partnership discussion and joint strategic planning.
2. **Preservice Educator Preparation Program Completer Data** – Currently, educator preparation programs are required to survey program completers. However, return rates may be too low to be reliable, the survey format may vary across institutions, and the data may not answer the right questions. Partner higher education institutions and their partnership districts will commit to developing surveys and implementing other feedback strategies that result in a minimum 80% return rate for residency and professional certificate program completers.
3. **Professional Certificate Program Completer Data** – Should a new rubric for uniform scoring of the teacher professional certificate performances be developed and/or adopted, the partnership institutions would agree to pilot the rubric. The partnership would identify how scores on these performances would be collected, analyzed and used for planning teacher professional development offerings and for making improvements to teacher professional certificate programs.

**Cross Sector Collaboration to Improve Student Performance**  
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- **Needs Assessment Data** – In order to be responsive to the need for highly qualified staff now as well as in the future, the partnership would analyze districts’ projected staffing needs and credentialing needs of existing staff to identify implications for enrollment and program offerings of the higher education partner (i.e., pathways to adding endorsements, increased enrollment in special education, decreased enrollment in programs with no shortage).
- **Highly Qualified Teacher Data** – The partnership provides the perfect context in which to review the extent to which teachers of core academic subjects in the partnership districts meet the No Child Left Behind “highly qualified” requirements. Strategies by which the higher education institution can assist teachers through focused professional development to meet those requirements can be identified.

The sharing and analysis of student performance data implies a results-driven approach in which consumers play a vital role in providing feedback and influencing changes.

Collaborative and coordinated strategic planning implies much greater interaction and a stronger relationship than currently exists via the PEABs. In order to identify what this new level of interaction requires on the part of partners, the institutions, districts, and schools would commit to:

- **Increased cross sector presence** – Participants in the pilot partnership would commit to increasing faculty presence in schools in partner districts. School and district staff would commit to increased interaction with higher education faculty.
- **Authentic grounding in issues and challenges of real practice** – Participants in the pilot partnership would commit to identifying ways in which district involvement in educator preparation can be improved (i.e., quality of field placements, opportunities to form professional development schools, involvement in schools in “improvement” status).
- **Explore focused interventions for Washington schools in “improvement” status.**
- **Explore flexibility in university faculty load and assignments to facilitate direct involvement in partnership schools; and**
- **Explore selection criteria, training needs and incentives for educators who mentor pre-service and beginning educators.**

**Specific Budget Requests**

The following funds are requested to support the cross sector collaboration pilot:

	<b>FY '08</b>	<b>FY '09</b>
Facilitator/Ethnographer contract (convene partnership participants, record and document activities, finalize recommendations for consideration by the PESB in FY '08; provide technical assistance and training related to statewide scale-up in FY '09) plus travel	\$35,000	\$35,000
Meeting expenses (travel, per diem) 1 two day meeting plus 4 one day meetings for each partnership during FY '08 and 1 one day meeting in FY '09	\$27,400	\$3,600
Telephone, supplies, printing	\$5,000	\$2,000

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	<b>FY '08</b>	<b>FY '09</b>
Substitute reimbursement for district personnel (24 x 7x \$125)	\$18,000	\$3,000

**Description of Request**

Based upon the pilot objectives, the following activities would occur:

<b>ACTIVITY</b>	<b>TIMELINE</b>
1. Select contractor	July 2007
2. Issue RFP and select one to two higher education partnership institutions with priority given to institutions that place a significant number of educators in schools in "improvement" status	September – October 2007
3. Identify district partners	October 2007
4. Convene a two day partnership meeting to develop the work plan and begin to review student performance data	November 2007
5. Convene additional meetings to complete the scope of the work for the pilot	January – April 2008
6. Provide periodic updates to the PESB and other stakeholder groups	Ongoing
7. In consultation with PESB staff and executive committee, consider implications for changes in educator preparation program approval standards	April 2008
8. Develop handbook, process, and timeline for statewide scale-up to the new infrastructure	April – May 2008
9. Full report to the PESB/WAC adoption	May 2008
10. PEAB Conference planning	June – July 2008
11. PEAB Conference sessions focused on new role and responsibilities for PEABs	October 2008
12. Provide technical assistance to PEABs, higher education institutions and districts	2008 - 09
13. Collect and analyze data related to key research questions	2008-09
14. Make adjustments, as necessary, to fully implement the new infrastructure scale-up	May 2009

**Impact/Outcome**

The PESB would administer the funding allocated for the pilot, provide technical assistance in terms of convening members of the pilot partnership(s), and record the process involved in creating a new infrastructure required to institutionalize ongoing collaboration. Benefits of the pilot include:

- Share data and develop collaborative statewide strategies that will inform and impact educator preparation programs and district policies and practice;
- Identify professional development needed based upon student performance data;

## **Cross Sector Collaboration to Improve Student Performance**

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- Establish the infrastructure for institutionalizing the ongoing, regular collaborative process of using student performance data to inform programmatic changes, to make the necessary changes, and to analyze future student performance data to determine if the changes made a difference in improved student learning;
- Enhance preparation environments that are not campus-based through more authentic grounding in the issues and challenges of real practice in school/district settings;
- Develop a research agenda by asking the right questions and identifying the right data sets that can link educator preparation program characteristics to students' academic achievement;
- Develop recommendations to address needed WAC changes related to PEABs (membership, purpose, operation, focus) that will result in reconstituting PEABs so that they assume this envisioned coordinated and collaborative strategic planning between P-12 and higher education statewide across all educator preparation programs;
- Develop a handbook to provide guidance for the PEABs as they transition to a new infrastructure and role;
- Develop a plan and accountability measures to ensure that the intent of WAC 181-78A-310 is met; and
- Identify and implement strategies that will result in 100% of Washington teachers of core academic subjects meeting the NCLB "highly qualified" requirements.

### **Alignment with Agency Strategic Plan and Governor's Priorities of Government Process**

1. *Improve student achievement in elementary, middle and high schools.*  
The pilot as well as the eventual statewide scale up of the use of student performance data to drive changes in educator preparation and district procedures can improve student achievement across all grade levels.
2. *Improve the quality and productivity of our workforce.*  
This project has the potential to influence not only the initial preparation of educators, but it can impact the kinds of professional development and support provided for beginning and veteran teachers. Explicitly linking student performance to educator performance sets in motion an accountability system and feedback loop not yet envisioned.
3. *Improve the value of postsecondary learning.*  
The ability to tease out the impact of educators' preparation upon P-12 student performance will identify major changes that are essential to strengthening educator preparation.
4. *Improve the economic vitality of business and individuals.*  
For the next thirty years, more people will be gaining formal qualifications through education than since the beginning of history. The nature of work is being transformed by new technologies. There is a massive gap between the skills and abilities that business needs and those available in the workforce. In order to address a widening gap between education and the needs of individuals, companies, and communities, it is essential that we begin to use student performance data to guide and inform how we prepare educators.
5. *Strengthen government's ability to achieve its results efficiently and effectively.*  
Using data sources to drive changes in educator preparation and support will result in a greater efficiency of resources currently expended. Rethinking the form and function of PEABs, as brokers of partnership activities, has the potential to transform them into truly collaborative partnerships between higher education and school districts.

**Cross Sector Collaboration to Improve Student Performance**  
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**Reason for Change/Problem Being Addressed**

According to the PESB report, "There is a current desire, but not yet a means, to assess the relationship between quality measures of educator preparation programs and impact on student learning in Washington State." The pilot provides an opportunity to develop and implement a new structure through which this relationship can be examined.

**Impact on Other State Programs or Units of Government**

The pilot will result in changes to higher education educator preparation programs, to district policies and procedures, to the ways in which student performance data will be shared and analyzed, and, possibly to the composition, charge, and operation of the PEABs.

**Required Changes to RCW, WAC, or Contract**

Changes will be identified via the pilot.

**Discussion of Alternatives**

One option is simply to adopt WAC changes that govern the composition and purpose of the PEABs. However, this is not a desirable option. Approximately 67 PEABs exist. To simply assign them the tasks identified for the pilot would not result in a statewide approach to achieving the goals of this pilot. It is critical that all the key players assume ownership for and be involved in creating and shaping a new infrastructure. Creating a new infrastructure is an essential first step in reframing how the PEABs address the need for collaborative strategic planning using student performance data. Based upon what is learned via the pilot, statewide restructuring of all the PEABs can occur.

**Impact in Future Biennia**

Given the anticipated change in scope and function of the PEABs, there may be additional costs associated with training to achieve statewide scale-up. The pilot will identify this cost.

**Impact of Not Funding**

The body of research on educator preparation as linked to impact on student learning remains limited. Failing to take steps to use student performance data to drive programmatic changes and collaborative strategic planning between higher education and school districts limits our ability to enhance the quality of education for all students and to close the achievement gap.

**Performance Measure Detail**

<b>Output Measures</b>	<b>FY 2008</b>	<b>FY 2009</b>
1. Partnership meetings for 1 – 2 institutions plus districts	6	1
2. Infrastructure created to use student performance data to drive educator preparation program changes	X	
3. Strategies identified to increase collaboration between higher education and school districts	X	
4. Development of enhanced educator preparation environments grounded in issues and challenges of real practice	X	
5. Development of a research agenda that links educator program characteristics to student academic achievement	X	
6. Adoption of WAC changes to educator program approval standards to achieve coordinated and collaborative strategic planning between P-12 and higher education	X	



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<b>Output Measures</b>	<b>FY 2008</b>	<b>FY 2009</b>
7. Creation of a handbook to transition to PEABs to new role and responsibilities	X	
8. PEAB Conference/training		X

**Object Detail**

	<b>FY 2008</b>	<b>FY 2009</b>	<b>Total</b>
Employee FTE			
Salary and Wages			
Employee Benefits			
Contracts	\$35,000	35,000	\$70,000
Supplies and Materials	\$5,000	\$2,000	\$7,000
Travel	\$27,400	\$3,600	\$31,000
Capital Outlay			
Grants			
Interagency Reimbursement	\$18,000	\$3,000	\$21,000
<b>Total Objects</b>	<b>\$85,400</b>	<b>\$43,600</b>	<b>\$129,000</b>



## **Operating Budget Support – Enhanced Capacity for Increased Responsibility**

### **Professional Educator Standards Board**

#### **Short Description**

In May 2005, the Governor signed into law SB 5732, which specified a significant increase in authority and responsibility to be assumed by the Professional Educator Standards Board (PESB). On January 1, 2006, authority for educator preparation, certification, assignment and continuing education transferred from the State Board of Education to the PESB. The PESB welcomed this new responsibility and has formulated an ambitious strategic plan guided by a vision of the highest possible standards for all Washington educators. As we've charged ahead in our new role, however, it has become quickly apparent to us that without greater resources, our progress toward change and improvement will be greatly impeded. With the large shift in responsibility given the PESB, the legislature provided one additional FTE and a one-time capital outlay related to that FTE, but no other increase in operating budget. Our new responsibility has required a much greater need for ad hoc, issue-based subcommittees, external expertise, and access to research and best practices to inform and advance the board's work. We have been hampered in our ability to convene and collaborate with stakeholders and to produce policy briefs and reports valuable to legislators and others with whom the PESB must work to achieve system-wide improvements. We are therefore requesting increased funds to support activities essential to the effective and expedient efforts of the PESB in carrying out its new role and responsibilities.

1. Operating Expenditures		FY 2008	FY 2009	Total
		\$95,838	\$95,838	\$191,676
<b>Total Cost</b>		<b>\$95,838</b>	<b>\$95,838</b>	<b>\$191,676</b>

#### **Narrative Justification and Impact Statement**

The Professional Educator Standards Board (PESB) was created as an advisory board to the State Board of Education, Governor, Legislature, and Superintendent of Public Instruction in 2000. In May 2005, the Governor signed into law SB 5732, which specified a significant increase in authority and responsibility to be assumed by the PESB. On January 1, 2006, broad authority for educator preparation, certification, assignment and continuing education transferred from the State Board of Education to the PESB. More specifically, the areas of responsibility now held by the PESB include:

- Program Approval – policies and practices for approval of programs leading to educator certification.
- Program Admission and Completion – policies and practices for approval of requirements for entrance to and completion of any educator preparation program.
- Approve Providers – in and out-of-state accredited institutions of higher education whose graduates may be awarded certification.
- Reciprocity – criteria and reciprocity agreements with other states and National Board Professional Teaching Standards.
- Non-traditional program approval – policies for approval of nontraditional educator preparation programs.
- Program Standards – educator program approval standards.
- Certificates – types and kinds to be issued and conditions for issuance.
- Appeals – from teachers whose certificates have been revoked by OSPI.
- Grants – authority to apply for and receive grant funds.
- Data – regarding educator preparation programs and their quality, certification, employment trends and needs, and other as appropriate.
- Certification Fees – establish fees and allowable expenditure of fees.

## **Operating Budget Support – Enhanced Capacity for Increased Responsibility**

### **Professional Educator Standards Board**

With this large shift in responsibility to the PESB, the legislature provided one additional FTE in staffing and a one-time capital outlay related to that FTE, but no other increase in operating budget. Prior to this major shift in governance, the PESB had served as advisory body to the State Board of Education in the areas for which it now holds full rulemaking authority. In other words, both the PESB's budget and a portion of the State Board's budget were dedicated to achieving the work that now must be accomplished through the PESB's budget alone. This is further complicated by the fact that the portion of the PESB's budget expected to address this increase in responsibility has actually declined.

<b>Fiscal Year</b>	<b>Total Allotment</b>	<b>Total Non-Salary, Non-Earmarked Allotment</b>
FY '01	\$431,000	\$205,205
FY '02	\$431,000	\$159,757
FY '03	\$431,000	\$182,347
FY '04	\$416,000	\$162,687
FY '05	\$476,000*	\$144,601
FY '06	\$509,000**	\$198,379***
FY '07	\$504,000**	\$160,828

\* \$60,000 earmarked to conduct math study, print and distribute report

\*\* Increased 1.0 FTE + \$5,000 for one-time capital outlay in FY'06

\*\*\* Reduced 1.0 FTE to .80; new hire started during month 5 (Nov) of FY'06

### **Increased Responsibility Requires Increased Capacity and Resources**

In preparation for assuming rulemaking authority, the legislature asked the PESB to conduct a "comprehensive analysis of the strengths and weakness of Washington's system of educator preparation and certification". They further asked that this serve as the foundation for the PESB's work plan. The result was the report, "*Washington's System of Preparing and Certifying Educators*" in which the PESB identified an ambitious agenda for future change. The PESB possesses the drive and desire to accomplish its ambitious work plan, but it has become quickly clear to us that without greater resources, progress will be impeded. The large gain in authority and responsibility assumed in 2006 by the PESB has required a much greater need for:

- Ad hoc, issue-based subcommittees – Prior to the change in governance, the PESB served as standing advisory board to the State Board of Education. The PESB now convenes ad hoc committees, the composition of which is determined by the policy issue being addressed. Subcommittees are an efficient and effective means for gathering and reviewing research and best practices and collaborating with experts and stakeholders in formulating policy options for discussion and decision by the full board. Because committees are smaller than our 21-member board, they are able to meet more frequently at a cost-savings and can be an effective means for informing and advancing the work of the entire board. With the broad range of responsibilities and depth of issues

## **Operating Budget Support – Enhanced Capacity for Increased Responsibility**

### **Professional Educator Standards Board**

the PESB now addresses, however, current resources are inadequate for accomplishing the committee work that is needed. This is slowing the potential progress of the full board's decision making.

- Expertise - For boards to be effective in making informed policy decisions, they must have the capacity to request and receive the expertise and information they determine is needed to make objective decisions. Without this capacity, the information or expertise that informs their decisions may be driven by the resources held by stakeholders with interests in specific outcomes of the board's decision. The PESB currently lacks adequate resources for contracting or reimbursing travel and expenses for experts to inform our policy making.
- Research and best practices – Similar to experts, the board staff and members need access to relevant research and best practices. The FTE granted us by the legislature was for a research and policy analyst, yet we are limited in fully utilizing this FTE because of constraints in our ability to pay for access to vital publications and research journals, or attend meetings or conferences where relevant best practices and policy options will be presented and discussed. These resources are vital to the professional development of PESB members so that they can serve as highly-informed policy makers.
- Products / information produced by the PESB – The PESB's influence on the quality of educator preparation, certification, assignment, and continuing education is intended to extend beyond our own rulemaking. This is why the legislature retained our previous status as an advisory body to the legislature, Governor and OSPI on the full range of issues affecting certified education professional in addition to establishing our new rulemaking authority. The PESB can play a vital role in informing legislative policy and initiatives by higher education institutions and state agencies. In the past, the PESB has produced valuable policy briefs and convened topical policy forums which have informed state policy dialogue; such as our work related to moving Washington to a more performance-based system of educator compensation. The current budget crunch has limited our ability to produce beyond what is required by law. In addition, our efforts to create a website that will be greater transparency to systems of educator preparation and certification have been impeded by severely limited funds for technical assistance for web site design and implementation.
- Collaboration with stakeholders – With the change in governance from the State Board of Education to the PESB, the legislature made educators a self-governed profession. Relationship between our members and related stakeholder organizations is critical to effective implementation of the policies we enact. For example, currently the PESB is studying the fate of the K-8 teaching endorsement. We have held focus groups with superintendents and school boards in rural and remote regions of the state who would be greatly affected by any change. We have utilized the K-20 network and other cost-saving measures, but greater ability for the PESB to reach out into the field is needed.

### **Increased Need, Rising Costs, and Declining Operating Budget**

In addition to a large increase in responsibility, the PESB has experienced an increase in the rates of many components of our basic operating cost. With the increased costs of travel, substitute reimbursements, printing, and postage over the past six years, the cost of PESB board and executive committee meetings has increased overall by 63%. In addition to increased meeting costs, central service agency charges have also risen up to 100%. Goods & services

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are the structural underpinning of any agency operation. As a policy agency whose policies affect a wide range of constituencies, when the PESB assumed its current authority in January, there was a marked increase in for information and technical assistance. Responding to inquiries places a demand on resources, including phones, FAX, website, copying, mailing, and travel.

ITEM	2000	2006/07	% Incr/Decr
Postage	\$0.37 first ounce	\$0.39 first ounce	+5%
Mileage	\$0.345 (2003)	\$0.445 per mile	+29%
Gasoline	\$1.35	\$2.80 (and up)	+107%
Phone	\$.06/minute	\$.0575/minute	-4%
Printing	\$.02/page	\$0.025/page	+25%
DIS	\$2,580/yr	\$5,400/yr	+109%
Motor Pool	\$3.44/day & \$0.13/mile (2004)	\$7.46/day & \$0.15/mile	+117% +15%
SubReimbursement	\$14,396/yr (2003)	\$16,994/yr	+18%
Per Diem Rate (Oly)	\$38/day	\$49/day	+29%
Max Lodging Rate (Oly)	\$58/night	\$76/night	+31%
Mtg exp as whole	\$67,199/yr.	\$109,579/yr	+63%

The PESB employs 4.7 FTE from state general funding and .4 FTE from federal grant funding. Competitive salaries and meeting and travel expenses related to a 21-member board consume 85% of the PESB's operating budget. In addition, OSPI charges the PESB a 9% indirect rate. This leaves 6% of our budget for the activities described above.

**Description of Request**

The PESB is requesting increased funding to support activities essential to the success of the PESB in carrying out its new role and responsibilities.

**Operating Budget Support – Enhanced Capacity for Increased Responsibility**  
**Professional Educator Standards Board**

**Fiscal Detail – Increase General Operations Support**

<b>2. Staffing</b>		<b>FY 2008</b>		<b>FY 2009</b>		<b>Total</b>	
Juris.	Job Class. (Range/Step)	FTE	Salary	FTE	Salary	FTE	Salary
<b>Total Staffing</b>							

<b>3. Object Detail</b>	<b>FY 2008</b>	<b>FY 2009</b>	<b>Total</b>
Salary and Wages			
Employee Benefits			
Supplies and Materials/Goods/Services (Includes meeting expenses other than travel)	\$43,500	\$43,500	\$87,000
Contracts	\$5,000	\$5,000	\$10,000
Travel	\$43,666	\$43,666	\$87,332
Capital Outlay			
Grants			
Interagency Reimbursement	\$3,672	\$3,672	\$7,344
<b>Total Objects</b>	<b>\$95,838</b>	<b>\$95,838</b>	<b>\$191,676</b>

**Performance Measures - Impact/Outcome**

An increase in the PESB operating budget that better reflects the legislature's increase in PESB authority and responsibility will result in:

- **Faster progress on PESB strategic plan and Governor's POG** – Through it's analysis of the strength and weaknesses of Washington's current system, the PESB has formed a solid strategic plan with goals on which we are striving to reach with all due speed. Informed by experts, ad hoc issued-based subcommittees, and input from stakeholders made possible by adequate state funds, the PESB will be able to move forward on improvements to Washington's system of educator preparation, certification, assignment and continuing education more rapidly than is now possible.
- **Better-informed policy making** – With guidance from research, promising practices and other resources, the PESB will feel confident that its policy making is informed by solid, objective information and perspective.
- **Increased system accountability and transparency** – With adequate support for communications and web development and management, the PESB will fulfill the legislature's intent as the state entity that holds the state's system of educator preparation and certification accountable for quality. The PESB already possesses the blueprint for assessing system quality; it needs the financial support to create the infrastructure and to make measures of system quality appropriately transparent to policy makers and the public.
- **Well-supported policy implementation** – With adequate support for involvement of key expertise and stakeholders in PESB policy development, potential unintended consequences of our policy making will be foreseen and eliminated and implementation will be well supported with fewer barriers to success.
- **Stronger communications and information sharing** – The PESB already possesses the staff expertise to capture the policy dialogue that is informing the work of the PESB

## **Operating Budget Support – Enhanced Capacity for Increased Responsibility**

### **Professional Educator Standards Board**

and that can play a vital role in informing legislative policy and initiatives by higher education and state agencies. With additional funding support, the PESB can resume producing policy briefs and reports with recommendations on, and convening stakeholders and policy makers around, key policy topics of state importance, such as improving mathematics instruction and increasing access to high-quality professional development.

#### **Effect of Not Funding**

Carry-forward funding at the current level will greatly inhibit the effectiveness of the PESB, its progress toward the goals outlined in its strategic plan, and in improving educator preparation and certification overall. Members and staff will be constrained in their ability to stay current with developments in the field. This will inhibit the board's ability to make informed decisions and to articulate the basis and rationale for their policy decisions. The PESB members and staff will be limited in their ability to communicate and interact with stakeholders on policy issues essential to improving educational practice in Washington State.

#### **Discussion of Alternatives**

The PESB staff continually looks for ways to be more efficient in basic operations (e.g., much greater use of sharing information via the PESB's website rather than hard copies and postage; committee meetings via conference call or K-20 network; less-costly meeting locations, hotels and catering). Such efforts appear to be approaching a natural ceiling of achieving greater efficiencies by stretching existing funds. The only other alternative would be to reduce the number of appointed board members, incurring savings in the largest percentage area of the PESB budget by reducing travel and meeting related costs.

#### **Budget Impact in Future Biennia**

Funds are requested to continue into future biennia.

#### **Impact on Other State Programs**

None

#### **Relationship to Capital Budget**

None

#### **Required Changes to RCW, WAC or Contract**

None



**Alignment of Governor’s Priorities of Government and the Goals and Desired Outcomes  
of the PESB’s Strategic Work Plan**

<b>Priorities Of Government (POG) Statewide Result</b>	<b>Current goal in PESB strategic plan</b>	<b>Desired system outcome / “Ends Policy” this goal supports</b>
POG 1: Improve student achievement in elementary, middle and high schools.	Ongoing strategic planning across sectors grounded in student performance data	Educator preparation programs and P-12 state and local leadership will routinely engage in collaborative strategic planning that is grounded in K-12 student performance data to inform programmatic and policy changes need to improve student learning.
	An agree-upon and widely understood system for review and revision of high and relevant preparation standards and certification requirements for all educators	All Washington educators will be prepared and certified according to high and rigorous standards to ensure they are effective in helping student meet or exceed state learning goals
	Realistic strategies for ending out-of-field teaching assignments	All Washington teachers will be assigned in roles appropriate for their state-issued certificate to ensure all students receive instruction from teachers who possess adequate knowledge and skills related to the subjects they teach.
	New standards and a state system to guide approval and evaluation of providers of professional development that meets requirements for continuing education and certificate renewal.	State-approved providers of professional development will be held to high quality standards that reflect certification standards and student learning improvement goals to ensure accountability for high-quality offerings.  All Washington educator will have adequate access to information about, and opportunity to participate in, high-quality professional development that enhances their capacity to positively impact student learning.
	A state-supported career-long continuum of educator development	All Washington educators will report receiving adequate professional support and resources to ensure they are effective in their professional roles through their career.

POG 2: Improve the value of postsecondary education	A state-level system for assessing educator preparation program quality	State policy makers, educators, and the public will have access to clear and comprehensive information on educator preparation program quality, focused on impact on student learning, to monitor program quality and make necessary changes in policy.
	Incentives and supports for model partnerships	Higher education institutions and school districts will jointly operate field-based partnerships to address challenges or pilot promising practices in both educator preparation and school improvement efforts  Deans and directors of higher education and colleges of liberal arts and science will operate collaboratively, reflecting share goals and perspectives, to achieve truly performance-based preparation of educators
	Enhanced access and expanded program delivery options for preservice educator preparation	All prospective educators in Washington will have affordable access to performance-based educator preparation programs regardless of geographic location to help ensure equity and an effective state system of supply and demand.
POG 3: Strengthen government's ability to achieve results efficiently and effectively	State-level capacity and coordination in collecting and analyzing critical data for decision making	State policymakers, educators and citizens will have access to comprehensive information about the educator workforce, provided through a coordinated state data system, for tracking progress and informing decision making.
	Systemic and strategic approach to educator recruitment	Financial and other forms of targeted incentives, together with easily navigated processes for state certification, will encourage and facilitate prospective educators to practice in Washington State to ensure an adequate supply of highly qualified educators  Educator recruitment strategies will more effectively attract more diverse candidates to educator professions so that Washington's educator workforce will reflect the diversity of its student population

**Goals, Objectives and Ends Policies**  
**Professional Educator Standards Board**

**Goal 1 - A state-level system for assessing educator preparation program quality**

The PESB and OSPI need to review all current measures of preparation program quality and complete the development of an improved, ongoing state-level system for assessing program quality. Multiple sources of data, including both quantitative and qualitative measures must be used to make inferences about program quality. The system must document explicit connections between preservice preparation and knowledge and skills required in classrooms and schools, and acknowledge student diversity and the complexities associated with educator characteristics that influence student learning and development, but cannot be measured via quantitative means. Related to this is a current desire, but not yet a means, to assess the relationship between quality measures of educator preparation programs and impact on student learning. It is a complicated research question. The ability to tease-out the impact of an educator's preparation program, from the myriad of other factors that influence student learning, is extremely difficult

**Objective Group 1 –**

**1A:** Survey all program completers and their employers about educator preparation program quality. Create incentives to ensure high return rates for data reliability.

**1B:** Reexamine current data demands on institutions and focus institutions' data collection on most relevant indicators of program quality.

**1C:** Focus each institution's Professional Education Advisory Board's data requirements and plans for improvement on program quality.

**1D:** Publicly report innovative practices of teacher preparation programs.

**1E:** Make the reports regarding the assessment of educator preparation program quality available on PESB website.

**Objective 2:** Identify, support, and raise policymaker awareness about state-level evidence-based research projects demonstrating impact of educator preparation, along with other factors on student learning.

**Objective 3:** Ensure that review process for endorsement programs includes individuals with content-specific expertise related to the endorsement being reviewed.

**Ends Policy:** State policy makers, educators, and the public will have access to clear and comprehensive information on educator preparation program quality, focused on impact on student learning, to monitor program quality and make necessary changes in policy.

**Goals, Objectives and Ends Policies**  
**Professional Educator Standards Board**

**Goal 2 – Ongoing strategic planning across sectors grounded in student performance data**

Student performance data must be used to drive coordinated strategic planning between P-12 and higher education to improve student learning and close the achievement gap. Educator preparation, quality of educational practice, and student learning are shared responsibilities. Currently, student performance data and strategies for school and student learning improvement are not systematically shared with educator preparation programs or used to drive program improvements.

**Objective Group 1: Facilitate new opportunities for collaborative strategic planning**

**1A:** OSPI School Improvement and educator preparation programs share data and develop collaborative statewide strategies that will inform and impact educator preparation programs.

**1B:** Educational Service Districts (ESDs), OSPI and educator preparation programs discuss continuing education and inservice professional development that is needed based on student performance data.

**1C:** P-12 schools (public and private) and educator preparation programs, to enhance preparation environments through more authentic grounding issues and challenges of real practice.

**Ends Policy:** Educator preparation programs and P-12 state and local leadership will routinely engage in collaborative strategic planning that is grounded in K-12 student performance data to inform programmatic and policy changes needed to improve student learning.

**Goals, Objectives and Ends Policies**  
**Professional Educator Standards Board**

**Goal 3 - Incentives and supports for model partnerships**

Recognizing the value of field-based experiences in the preparation of educators, we need to increase supports available for partnerships. These formal and informal partnerships must explore and solve specific problems or pilot promising practices in educator preparation and certification. These opportunities to apply research and best practices to real-life situations also have larger implications for system-wide changes in policy and practice

**Objective Group 1:**

**1A:** Secure funding support for the creation of Professional Development Schools where teacher candidates participate in performance-based, mentored internships; university faculty are on-site; lead teachers serve as adjunct faculty for the college of education; and data are collected related to impact of the program on student performance.

**1B:** Secure funding for a pilot program to convert some Focused Assistance Schools into Professional Development Schools where concentrations of teacher candidates increase ratio to students.

**1C:** Higher Ed / School partnerships as models of high quality field placements directly linked to school and student learning improvement efforts.

Might also address: incentives and compensation for teachers who supervise student teachers and district long-range forecasting of anticipated openings

**Objective 2:** Dissolve institutional barriers / model strategies for effective collaboration between deans/directors of colleges of education and colleges of liberal arts and science to address such issues as:

- Institutional strategies for competencies to drive curriculum; including identification of common learner outcomes and needed changes in existing course requirements tied to the learner outcomes; and

Flexibility in faculty load and assignments to facilitate greater direct involvement of university faculty in schools.

**Ends Policy:** Higher education institutions and school districts will jointly operate field-based partnerships to address challenges or pilot promising practices in both educator preparation and school improvement efforts.

**Ends Policy:** Deans and directors of colleges of education and colleges of liberal arts and science will operate collaboratively, reflecting shared goals and perspectives, to achieve truly performance-based preparation of educators.

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**Goal 4 - An agreed-upon and widely understood system for review and revision of high and relevant preparation standards and certification requirements for all educators**

Standards for educator preparation and certification need not only to align with today's standards for students, but they also need to be reviewed and revised in anticipation of what our students will need to know and be able to do in the future. The development of these standards must be ahead of the curve, reflecting research and rigorous dialogue regarding the essential knowledge and skills educators will need to possess. Preparation programs must have the time to plan the resources needed and design programs ready to prepare educators for future student needs. In addition, continuous effort must be focused on identifying and eliminating disconnects between educator preparation and the realities of educators' daily jobs.

**Objective 1:** Study the depth and breadth of subject-knowledge preparation for middle-grade teachers.

1. Are K-8 endorsement competencies rigorous enough for teaching specific content at the middle level?
2. Should Washington have a K-6 rather than K-8 endorsement, particularly in light of "highly-qualified" requirements under the No Child Left Behind Act?

**Objective Group 2:**

**2A:** Translate residency certificate knowledge and skill standards for teachers into a common set of performance expectations.

**2B:** Focus standards on diversity in cultural knowledge and respect; use of technology in a global world; applied learning; and personalization that allows for effective, meaningful connections with students

**Objective 3:** Create job imbedded internships that provide opportunities for prospective school principals to acquire the skills and knowledge required for leading high-performing schools.

**Objective 4:** Ensure that program designs of educator preparation programs reflect the shift to performance-based standards.

**Objective 5:** Ensure that interstate reciprocity agreements uphold high standards without discouraging entry into the Washington educator profession.

**Ends Policy:** All Washington educators will be prepared and certified according to high and rigorous standards to ensure they are effective in helping students meet or exceed state learning goals.

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**Goal 5 - State-level capacity and coordination in collecting  
and analyzing critical data for decision making.**

Educators and policymakers must have appropriate access to useful and comprehensive information about the educator workforce to inform policy development and analysis. Too often the answer to questions posed by the PESB regarding Washington's system of educator preparation and certification and the qualifications of our educator workforce has been "We don't know." For example, no data currently exist that can tell us how many teachers providing instruction in mathematics hold a major or minor in math, whether they hold the appropriate certification for teaching math, whether there is a relationship between student demographics or geographic location and qualifications of math teachers, and whether or not math teachers have access to high quality professional development. Washington lacks this and other critical data needed to inform policy development and to evaluate the effectiveness of implemented policies.

**Objective Group 1:**

**1A:** Secure legislative policy and funding support for development and implementation of an educator workforce data system to inform policy development and analysis; (including ability to track educator assignment and credentials – from Goal 6)

**1B:** Implementation of electronic/online certification system and central repository of educator credential data.

**Objective 2:** Improve tracking and accountability related to planning and use of educator certification fees to support educator quality

**Ends Policy:** State policymakers, educators and citizens will have access to comprehensive information about the educator workforce, provided through a coordinated state data system, for tracking progress and informing decision making.

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**Goal 6 - Realistic strategies for ending out-of-field assignment**

Greater access, opportunity, and system options for educators to become appropriately credentialed must be created statewide to eliminate the necessity for out-of-endorsement assignment. The best systems of preparation and certification are of little impact if educators are not assigned in the field in which they were prepared and certified. There are widely varying opinions about the scope of out-of-field assignment in Washington, but the bottom line is, we don't really know. Washington State does not collect teacher assignment data related to endorsement or degree. We do know that Washington regulations related to out-of-endorsement assignments were created to allow needed flexibility, particularly for rural and remote districts having difficulty finding appropriately-credentialed teachers. We also know resoundingly from research that teachers possessing adequate understanding of the subjects they teach is critical to student learning. Yet the number of districts granting assignment waivers has increased by over 40% since 2000 and that it is a problem nationwide.

**Objective 1:** Create more options, access and incentives for educators to gain additional endorsements

**Objective Group 2:**

**1A:** Limit the renewal of conditional certificates paired with options for conditionally-cert educators to become fully credentialed

**1B:** Review and place time limit on existing endorsement-related assignment policy in WAC

**Objective 3:** Conduct an examination of the influence of local hiring practices / local contract agreements related to assignment.

**Ends Policy:** All Washington teachers will be assigned in roles appropriate for their state-issued certificate to ensure all students receive instruction from teachers who possess adequate knowledge and skills related to the subjects they teach.



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**Goal 7 - New standards and state system to guide approval and evaluation of providers of professional development that meet continuing education requirements**

A state system of approved providers should help ensure that teachers have adequate access to high-quality professional development that will improve outcomes for students. Current standards for approving providers are minimal, and do not align with what is supported by research or promoted by the state. No central source of information exists on providers or opportunities, participant ratings of their offerings, or any other form of evaluation data.

**Objective 1:** Establish standards in WAC for all state-approved providers, reflecting: known research-based effective practices in professional development; the Washington Professional Development Guidelines; and alignment with Washington's certification standards for teachers, EALRs and GLEs.

**Objective 2:** Secure policy and funding support for the implementation of a web-based centralized professional development registry and evaluation system required for all state approved providers of professional development. Support interested districts and educators in effectively implementing the use of professional growth plans for certificate renewal.

**Ends Policy:** State-approved providers of professional development will be held to high quality standards that reflect certification standards and student learning improvement goals to ensure accountability for high-quality offerings.

**Ends Policy:** All Washington educators will have adequate access to information about, and opportunity to participate in, high-quality professional development that enhances their capacity to positively impact student learning.

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**Goal 8 - Enhanced access and expanded program delivery options for preservice educator preparation**

A greater repertoire of options for educator preparation must be added to those that currently exist. There are still geographic regions in Washington State where individuals who wish to become educators lack reasonable access to a preparation program. Additionally, some individuals need greater flexibility in preparation program design to meet their needs.

**Objective 1:** Support institutions in implementing greater use of technology in preservice preparation; including greater use of online technology and strategies for more effective use of the K-20 network.

**Objective Group 2:**

**2A.** Expand alternative routes to teacher and principal certification and exploring an alternative route for school psychologists and speech-language pathologists.

**2B.** Expand cross-institutional consortia as a delivery model for educator preparation as a means for enhancing geographic access.

**2C.** Develop “pipeline” programs for paraeducators with transferable associate degrees that allows them to remain employed while completing requirements toward teacher certification

**Objective 3:** Explore an increased role for community colleges and ESDs.

**Objective 4:** Ensure that criteria for approving new preparation programs includes clear demonstration of how the program will expand current options, in terms of providing greater access and ability to address state goals and candidate needs.

**Objective 5:** Eliminate barriers for programs to transition to truly performance-based models, including:

1. Addressing the disconnect between course and credit requirements and performance-based requirements.
2. Transition from focus on course completion to identification of desired learner outcomes and means for assessing their attainment.

**Ends Policy:** All prospective educators in Washington will have affordable access to performance-based educator preparation programs regardless of geographic location to help ensure equity and an effective state system of supply and demand.

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**Goal 9 - Systemic and strategic approach to educator recruitment**

We must focus collective resources and efforts on targeting of state needs to address shortages and increase diversity. Washington is experiencing shortages, in some cases severe, in specific teaching subject areas, educator roles, and geographic regions of the state

**Objective Group 1:**

**1A.** OSPI's, PEC Division, district/personnel administrators and the HECB convene annually the leadership of higher education educator preparation programs to discuss trends/projections in educator supply and demand and develop a collective strategy for impacting future enrollment.

**1B.** Facilitated and encourage efforts to combine district long-range forecasting of anticipated openings, associated field-based placements and cooperating/mentor teachers needed with higher education strategic enrollment planning.

**Objective 2:** Identify and eliminate unnecessary policy and practice barriers to entry into the professions.

**Objective 3:** Advocate for increased and coordinated financial incentives for entering targeted education professions

**Objective 4:** Recognize non-school experience of ESAs and Plan 2 Career-Technical Education Teachers on the salary schedule

**Objective Group 5:**

**5A.** Identify and evaluate existing recruitment strategies that target different potential educator populations and direct state investment toward successful strategies.

**5B.** Convene colleges of education to share information and best practices related to program aimed at recruiting greater diversity in educator preparation.

**Ends Policy:** Financial and other forms of incentives, together with easily navigated processes for state certification, will encourage and facilitate prospective educators to practice in Washington State to ensure an adequate supply of highly qualified educators.

**Ends Policy:** Educator recruitment strategies will attract more diverse candidates to educator professions so that Washington's educator workforce will reflect the diversity of its student population.

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**Goal 10 - A state-supported career-long continuum of educator development**

A continuum of educator support is essential to ensuring the long-term success of our system of educator preparation and certification. Our best preparation and certification efforts are for naught if educators enter our schools feeling unsupported, experience ongoing obstacles to effective practice, and leave the profession.

**Objective 1:** Secure state policy and funding support for high-quality, sustained beginning teacher induction and mentoring including:

- Induction support of adequate length for ALL new educators;
- *Research-based statewide standards for high-quality induction programs;*
- Exemplary models;
- Clear links between beginning induction and pro cert, and guidance for districts in creating better linkages;
- Expectations for mentor training and that clearly and consistently defined;
- Support for districts to reduce beginning educator class/case load.

**Objective 2:** Support for the current workforce.

- Fund professional development that clearly supports a career continuum;
- Expand professional leadership development opportunities for principals;
- *Provide financial incentives for educators to pursue advanced certification that clearly benefits student learning;*
- Ensure equity of supports for all educators regardless of economic status of their school/district;
- *Re-align compensation with state system expectations.*
- Explore options for including private school teachers and administrators in state-sponsored professional development activities;

**Objective 4:** Continue improvements in implementation of the professional certificate for teachers, including:

- Information / communication to preservice candidates from preservice programs and from districts to newly hired teachers raising awareness and understanding of professional certificate requirements.
- Consistent statewide standards for assessing performance against pro-cert standards / agreed-upon standards for evidence
- Assessing impact of professional certification on teaching practice and student learning
- Greater clarity and consistency related to program requirements across all programs
- Equitable access to, choices, and cost of programs statewide.
- Out-of-state experienced teachers – what should be required? Continued exploration of the potential reciprocity with other states.
- Consistency in Professional Growth Plan format across programs
- Financial burden to teachers without subsequent financial gain
- Alignment between requirements for professional certification and district/school learning improvement plans.

**Ends Policy:** All Washington educators will report receiving adequate professional support and resources to ensure they are effective in their professional roles throughout their career.